Ramona Boulevard Elementary School

2015-16 School Improvement Plan

Ramona Boulevard Elementary School

5540 RAMONA BLVD, Jacksonville, FL 32205

http://www.duvalschools.org/ramona

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	89%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	74%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	D	F

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	2	Wayne Green

Former F	Turnaround Status
Yes	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is our mission to establish an environment that addresses and promotes the needs of the whole child. This environment will provide exciting opportunities for all student, staff members, parents and community members to experience success. Students will learn the importance of working together to solve problems and reach common goals. It is through our efforts as educators that we will provide a meaningful, comprehensive educational program. It is through their efforts as students of Ramona, that they learn, grow and ultimately come to see themselves as worthwhile, capable individuals with unlimited potential.

Provide the school's vision statement

We believe all students at Ramona will become productive citizens by receiving a solid foundation in reading, writing and mathematics as well as by observing positive role modeling from the entire staff.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Relationships are a big part of our school climate. Respect and self-esteem is at the heart of every classroom interaction. Teachers listen to children and encourage them to listen to others. Teachers help children understand classroom expectations. They give assignments that allow students to share their experiences and
interests. Teachers encourage classroom discussions that let students be the center of attention. They use a
discipline system that works. Teachers redirect children when they engage in challenging behavior. They engage in one-to-one interactions with children and attend extracurricular activities featuring our students.Students are greeted with a friendly face each morning and there are adults on each corner waiting to assist students and parents. Family events are held each month to welcome parents and students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

School safety is a key priority for Ramona Boulevard Elementary. It is essential for our school to be a safe, healthy, respectful, and supportive environment in which students can learn, teachers, can teach, and employees can work to provide students with the opportunities to gain high levels of academic achievement. Our foundations committee meets monthly to review our school wide discipline plan. Our school-wide discipline plan includes, effective academic support, social skills being taught in every classroom, positive and proactive discipline, active supervision and monitoring, positive reinforcement systems and effective classroom management. Our efforts to address safety are positive, proactive, and collaborative with a strong focus on prevention and intervention.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Ramona school-wide discipline plan follows the foundations model. We have established a school-wide behavior Management and Incentive Matrix that's followed by each adult in our building. The Matrix list expected classroom behaviors with incentives and rewards when the behaviors are met. The matrix also includes intensity 1(annoying), 2(disruptive), and 3(defiant) offenses with corrective responses and consequences. Each adult follows and implements the Matrix for offenses within specified parameters and the District universal referral is used when the offenses exceeds the schools Matrix. Our Matrix is a positive, proactive, and instructional way of dealing with misbehavior. This year we have implemented rules to be used school-wide following Whole Brain Teaching Rituals and Routines.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social-emotional needs of all students are being met through strategies that promote a school environment that supports the positive development of all students–socially, emotionally, and academically. These strategies
include: social and emotional learning (SEL), positive behavior intervention and supports (PBIS), and response to intervention RTI). Staff are trained to build positive relationships with students in order to increase school connectedness.
Students who are referred to the office for discipline are discussed each Wednesday with administration and the school's guidance counselor. Discussions could possibly lead to interventions by either the counselor or classroom teacher. Students needing services beyond the scope of the school's counselor are referred to James Weldon full service. Full Service is a neighborhood-based collaboration designed to remove barriers to a child's academic success. All services are free such as behavioral help for children, individual counseling, mentoring, parenting help, case management, and medical/health service.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent, regardless of whether absence is excused or a result of out of school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
Medical or mental diagnosis that affects student performance in academics or behavior
Bottom quartile students on qurately assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	13	9	9	13	10	67
One or more suspensions	0	0	0	6	1	0	7
Course failure in ELA or Math	3	5	6	18	1	1	34
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	**1**	**2**	**3**	**4**	**5**	
Students exhibiting two or more indicators	2	1	1	1	1	1	7

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Interventions
Attendance below 90 percent- School counselor will do daily attendance checks with students or teachers. If student is not present and it is an unexcused absence a phone call home will be made. If student isn't in school for three consecutive days and no contact has been made with the parent, a home visit will be made. Also in conjunction with the attendance checks, monthly attendance meetings will be held with parents of students that have 5 or more absences in one month or 10 or more absences in 3 months.
One or more suspensions- The teacher and school counselor will evaluate student behavior to create interventions to correct student behavior. When interventions are in place the school counselor will check in weekly with the student to touch base on their behavior. Monthly Meetings will be held with the RTI team to evaluate student behavior and to evaluate interventions in place.
Course Failure- Teacher will provide interventions with students at the tier 2 level, small group, or tier 3, one on one, in academics based on their RTI data. Teacher will meet with the RTI team once a month to evaluate student performance and interventions. Based on the data interventions or level of RTI may change.

Family and Community Involvement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/180659.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Ramona Blvd Elementary believes that to have a true partnership each entity must provide a service or benefit to the other. It is for this reason that we have the Ramona Blvd Business Partnership & Promotional Opportunities which we provide to everyone who partners with our school. The opportunities are:
EAGLE Pride Business Partnership & Promotional Opportunities
EAGLE Pride Platinum Business Partner: $1,000 + donation
• Business Partner displayed on School Marquee for 2 weeks

• Business Name and Logo on RBE Business Partners page and opening page on website
• Business Partner Banner featured on fence outside in "Car Rider Circle" for school year. (Banner provided by business)
• Business featured in ALL quarterly newsletters with link to website & contact information
EAGLE Pride Gold Business Partner: $500-$900 donation
• Business Partner displayed on School Marquee for 1 week.
• Business Name and Logo on RBE Business Partners page on website
• Business Partner Banner featured on fence outside in "Car Rider Circle" for half school year. (Banner provided by business)
• Business featured in 2 quarterly newsletters with link to website
EAGLE Pride Silver Business Partner: $250-$499 donation
• Business Partner displayed on School Marquee for 1 week
• Business Name and Logo on RBE Business Partners page on website
• Business featured in 1 quarterly newsletter with link to website
EAGLE Pride Bronze Business Partner: $100-$249 donation
• Business Name and Logo on RBE Business Partners page on website
• Business Name and Logo displayed on Parent Information Board in school for 1 month
EAGLE Pride Business Partner: $50-$99 donation
• Business Name and Logo on RBE Business Partners page on website
• Business Name and Logo on displayed on Parent Information Board in school for 2 weeks
EAGLE Pride Membership: $25-$49 donation
(Perfect if you just want to help RBE – business or personal)
• Business Name and Logo on RBE Business Partners page on website

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Russ, Lashawn	Principal
Foley, Patricia-Cameron	Instructional Coach
Oneal, Amber	Instructional Coach
Kennedy, Heather	Guidance Counselor
Lampkin, DeVonne	Assistant Principal
Mincey, Morenike	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school leadership Team encompasses the Principal, Assistant Principal, Reading Coach, Math Coach, and guidance counselor. Each member is responsible for the implementation, fidelity and accountability of their assigned content areas or domains. The principal serves as the instructional leader, talent manager and community liaison that oversees each content area and domain for accountability and make necessary adjustments when needed. The assistant principal's consist of the daily operations of the school and instructional leadership within Science content. Our Reading Coach is responsible for Reading content in grades K-5. Followed by our Math coach who is also responsible for Math Content in grades K-4. Our Science Coach supports science instruction in

grades K-4 and support Math instruction in grade 5.Our Guidance Counselor supports our Response to intervention plan and implementation which included Early Warning Signs interventions. Each member serves as a voice for the group they represent and engages monthly with students, staff, and community. The Team meets every Thursday @ 2pm to discuss academic data, curriculum implementation, talent management, professional development implementation and needs.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team meets monthly to analyze data and discuss the success of intervention programs that have been implemented with students at risk (two to three years below). If intervention is not proving successful with a student, the team coordinates to implement another intervention strategy or perhaps change the level of support a student is receiving within the classroom by adding an additional tier.

The school guidance counselor and intervention specialist maintain documentation and share any information that is pertinent to a child's success. The school psychologist assures that intervention strategies have been implemented with fidelity. She is also considered the case manager for each individual student. The reading coach supports the team by gathering and analyzing literacy data. She will also assist in providing the classroom teacher with additional literacy intervention strategies. The math coach supports the team in gathering and analyzing the math data. She will also assist in providing the classroom teacher with additional math intervention strategies. The ESE teacher's role is to assist with the implementation of Tier II and Tier III interventions that the team determines may be beneficial to the student's success. The administrator's role is to make sure that intervention strategies are implemented with fidelity as well as provide time and space for meetings.

Title II: Continue to purchase small equipment to support classroom instruction.

Supplemental Academic Instruction (SAI): We will use our SAI funds to fund tutors to assist with reading and math instruction in the intermediate grades.

Violence Prevention Programs: We will continue to use the Second Steps Violence Prevention Program along with CHAMPs and Foundations. Bullying prevention materials have been purchased to assist in the development of lessons for students in grades K-5 to be delivered by our school guidance counselor during bi-weekly classroom guidance lessons.

Nutrition Programs: Ramona Boulevard Elementary participates in the Community Eligibility Option (CEO) program which is an alternative to the traditional National School Lunch Program (NSLP) in that it allows schools with high numbers of low-income children to serve free breakfast and free lunch to all students without collecting school meal applications.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Morenike Mincey	Teacher
Cynthia Lallemand	Parent
Josiah Burden	Parent
Michael Willis	Business/Community
Patricia Foley	Education Support Employee
LaShawn Russ	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Each year the SAC committee meets in October to evaluate and review this years School Improvement plan. The committee evaluates the results and plan next steps. Below are the suggestions from this year's evaluation of last years School Improvement Plan.
•Evaluation of Results – The committee agreed with the strategies and events used thus far. Attendance sheets and test data shows a progression that the committee supported. However, the committee will meet during October SAC meeting to discuss the school data and whether the professional development provided to teachers positively affected student achievement. Sign in sheets for each event will be analyzed for at least 40% population participation. Events that met the stated criteria will continue in the next year however, others will be addressed for effectiveness or elimination. The committee will set the following year's activities and events that were proven successful for the next academic school year.
• Next Steps –Where do we go from here?
To ensure that Ramona Boulevard Elementary School increases student achievement and meet the goals and objectives of our School Improvement Plan, we will continue to focus on strategies as outlined above. In addition, suggestions from our stakeholders (parents, business partners, community and faith based organizations, faculty and staff members) will be utilized to further enhance our academic programs and build community support for the students of Ramona Boulevard Elementary School. The results/suggestions are as follows:
Please continue the following:
1. Tutoring for low performing students daily
2. Small Group/Differentiated Instruction
3. Hands-on activities
4. 90 minute reading block (uninterrupted)
5. Gizmo (Science and Math)
6. FCAT celebration to reward students
7. Grade Level Parent Conference Day/Nights
8. Incentive programs
9. Parent Resource Room
Please implement the following suggestions:
1. Enrichment Groups for High Performing Students
2. Saturday School Content Specific
3. FCAT Parent Night- February 7th day and night
4. Showcase students that are "experts" in their content Area.

Development of this school improvement plan

The School Advisory Council is a resource to the school and the principal. The term "advisory" is intended to mean 1) inquiring, 2) informing, 3) suggesting, 4) recommending and 5) evaluating.
The SAC reviewed the school report card and provided input about areas of focus for the school improvement plan. The SAC committee determined that reading and writing should be our focus both during core instruction and during the extended hour we have each day.

Preparation of the school's annual budget and plan

The SAC committee reviews the schools allocation and discussion on excess funds are discussed and planned with the Principal

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement funds received last year were allotted very late in the school Year. The committee met and voted for the funds to be used to increase student laptops in the school. A total of 16 student laptops were purchased and distributed to classrooms. Increasing technology in the school is a project the SAC committee is committed to this year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Foley, Patricia-Cameron	Instructional Coach
Fountain, Kimberly	Teacher, K-12
Britton, Paula	Teacher, K-12
Collins, Angela	Teacher, K-12
Davis, Patrice	Teacher, K-12
Klein, Meagan	Teacher, K-12
Menendez, Ellen	Teacher, K-12
Morgan, Katherine	Teacher, K-12
Simon, anora	Teacher, K-12
West, Mary	Teacher, K-12
Diggs, Christine	Teacher, K-12
Mincey, Morenike	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Reading and writing across the curriculum/in all content areas is the mission of the school's LLT. The Literacy Leadership Team will meet quarterly with the most current data and problem solve ways to meet the needs of the students at the individual, class and school levels. The team will also brainstorm ways to provide enrichment to activities for all students throughout the school year. Model classrooms will be established by the TEAM and used for professional development needs. Community involvement activities will also be planned to bridge the gap between home and school literacy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaboration and planning is encouraged and fostered by school administration. Teacher schedules are designed to ensure academic core content time is uninterrupted. Also, schedules have been aligned to ensure that grade level teachers have 55 minutes of collaboration and professional development four

times a week. The entire faculty will engage in activities and discussions related to the school's mission, vision, and core values, Make new teachers feel welcome. Create—and support—meaningful opportunities for teachers to work collaboratively. Identify ways to increase and/or improve faculty communication. Choose a professional development model that promotes relationship building.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

DCPS Human Resource Department will provide the school with a list of all highly qualified applicants that have applied for available positions. Administration will interview applicants and offer positions to those most qualified. Once teachers are on staff, a mentor, along with a team leader will be provided to those teachers to assist in transitioning into the Duval County School System. New hires will also meet with an administrator on a monthly basis to discuss any issues that the teacher may need to address or needs assistance.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mr. Edwin Smith is a 3rd year physical education teacher at Ramona Elementary. He is paired with Mr. Dion, our fifth grade science teacher.
Mrs. Donalee Nobles is a 3rd year music teacher in a public school system. She will be working with our district art specialist as well as Ms. Cameron Foley, our Reading Coach.
Ms. Karen Godfrey is a 3rd year art teacher at Ramona Elementary. She has been paired with Ms. Cameron Foley, our Reading Coach. Mrs. Foley has classroom experience at both the primary and intermediate levels.
Ms. Lara Mathis is a 1st year fifth grade teacher at Ramona Elementary. She has been paired with Ms. Morenike Mincey, our Math Coach.
Mrs. Heather Kennedy is completing her 3rd year as a Guidance Counselor at Ramona Elementary. She has been paired with Ms. Patrece Davis, VE Resource Teacher because Ms. Davis is familiar with the MTTS at Ramona and Duval County Schools.
Mr. Yunior Rendon is a first year kindergarten teacher at Ramona Elementary. She is paired with our reading coach Patricia Foley. Patricia Foley has classroom experience at both the primary and intermediate levels.
Ms. Rentrope is a first year kindergarten teacher at Ramona Elementary. She is paired with our science coach Morenike Mincey. Morenike Mincey is a former 13 year kindergarten teacher with experience in with improving Novice teacher results.
Teachers new to Ramona Boulevard Elementary School or new to a grade level will be provided a mentor teacher. Teachers with National Board Certification and/or Clinical Educator training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading and math coaches, guidance counselor and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.
During the first forty-five days of school, school administration will conduct a formal evaluation. Data from the evaluation will be utilized to create Individualized Professional Development Plans for the new teachers.
Administrators will be reviewing data following each progress monitoring period; however, through observation (formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching opportunities with the reading or math coach; assignment to a mentor teacher; or assigned to ongoing professional development provided by the district.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Ramona Boulevard Elementary uses the district mandated instructional materials and programs which are aligned to the Florida State standards. Effective instruction begins with effective lesson planning, which entails unpacking the Florida standards to determine what students need to know and be able to master each standard required. Students will be exposed to a variety of high quality formative and interim assessment tools that are aligned with both the state standards and the curriculum materials teachers use in the classroom every day. District technology programs such as i-Ready and Florida Achieves assess students through a diagnostic to obtain the deficiencies students may have, once the deficiencies have been obtained the program assigns lessons to scaffold their learning through the vertical alignment of the Florida standards to fill in academic gaps. Most important for classroom teachers to effectively implement standards depends on the use of data to drive instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Ramona uses data from our Blended learning and Tier III curriculum (i Ready, Achieve & DAR) to provide and differentiate instruction to meet the diverse needs of students through a collection of data points such as informal (exit tickets, journal checks, conferencing with students), formal assessments (teacher made tests, district assessments, module assessments), and review of student work. These data points guide our next steps in instruction by informing us on the specific needs of our students. Once we collect the data, we disaggregated the data by creating an item analysis to get a closer look on what misconceptions need to be addressed with certain students, as well as, students who need enrichment to ramp them up. The disaggregated data collected guides our differentiated centers in Language Arts and Mathematics. Students in our Bottom Quartile as well as students who did not master standards meet with our Math Interventionist and instruction is modified through scaffolding. Example: A group of 3rd grade students are showing deficiencies in the Domain of Operations and Algebraic Thinking, they are pulled in a teacher led group but the teacher will scaffold their learning by using 2nd grade materials from the 2nd Grade Ready Common Core in the Operations and Algebraic Thinking domain to fill in any gaps.
Example: During differentiated math centers, the teacher will differentiate the assignment by adjusting the numbers in the problem.
Problem: Carla has _____ pencils. She lost _____ pencils on the playground. How many pencils does she have now? The problem could be differentiated by quantities given to the students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Kindergarten Students are utilizing whole group instruction with Heggerty
and will later use the Fountas and Pinnell Phonics and DAR-TTS Intervention materials.
Grade 1 small group instruction with Heggerty Jr. Great Books, Jr. Great Books and Fountas and
Pinnell Phonics Intervention
Grade 2 Direct Instruction utilizing Heggerty and DAR-TTS for students who more than three
grade levels behind. Fountas and Pinnel and LLI for small group and differentiated activities
Grades 3 will utilize Fountas and Pinnel and LLI for whole group and small group differentiated
activities
Grade 4 will use the Wordly Wise & Writers in Control curriculum
Grade 5 will provide Tier II support through Achieve 3000 in the school's lab.

Strategy Rationale

Students' needs can be best met when addressed in smaller, differentiated groups.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy
Foley, Patricia-Cameron, foleyp@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

K-2 I-Ready progress monitoring in Reading
Ongoing Progress Monitoring:
Every 6 weeks, students in grades K-5 will complete a progress monitoring assessment based on
the instructional program being utilized during their small group instruction

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Kindergarten students and their families will meet with school administration during the enrollment
process to acclimate them to the vision and mission of our school. During this initial meeting, student
placement is discussed to ensure the best teacher placement for the student.
During the spring before enrollment, local preschool children visited Ramona and take a tour of the
school with their preschool teachers.
During the week of pre-planning, kindergarten students and their families were invited to come to
school to meet their teacher and visit their classroom before the first day of school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
  .

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

 1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If teachers can increase their knowledge of their district specific curriculum and implement tier instruction to fidelity then student proficiency will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If teachers can increase their knowledge of their district specific curriculum and implement tier instruction to fidelity then student proficiency will increase. `1a`

`G071814`

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	40.0
AMO Reading - All Students	
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	75.0
FSA Mathematics - Achievement	60.0
Math Gains	80.0
AMO Math - All Students	
Math Lowest 25% Gains	80.0
FCAT 2.0 Science Proficiency	61.0

Resources Available to Support the Goal `2`

- Duval Reads and Duval Math

- i-Ready

- Achieve 3000

- DAR/TTS

- Heggerty

- Leveled Literacy Intervention

- Pearson Science

- Envisions Intervention Kit

- Guided Reading Houghton Mifflin Leveled Readers

- Reading Coach, Math Coach, Science Coach

- K-2 Interventionist, 3-5 Interventionist

Targeted Barriers to Achieving the Goal `3`

- Teachers did not have a cohesive curriculum. The curriculum was disjointed.

- Teachers were unable to make the instructional shifts from the old standards to the new standards

- Teachers have limited understanding of student ownership

- Student misbehavior has a negative impact on student achievement and the learning environment

Plan to Monitor Progress Toward G1. 8

Will conduct small data meeting with teachers to analyze Module assessments, I-Ready data and Achieve 3000 Data to ensure student achievement is being made.

Person Responsible
Lashawn Russ

Schedule
Every 3 Weeks, from 9/8/2014 to 6/5/2015

Evidence of Completion
Module Assessment, I-Ready data, Achieve Data, Coaches Data boards will reflect

Plan to Monitor Progress Toward G1. 8

I-Ready data, Achieve 3000 Data, DAR, and TTS progress monitoring to insure teir instruction implementation.

Person Responsible
DeVonne Lampkin

Schedule
Weekly, from 9/21/2015 to 6/10/2016

Evidence of Completion
Administration will provide classroom walk through forms that indicate next steps for teacher while Coaches provide the same level of support through coach walk through forms.

Plan to Monitor Progress Toward G1. 8

Tier 3 progress monitoring and curriculum tracking by interventionist and coaches.

Person Responsible
Heather Kennedy

Schedule
Every 6 Weeks, from 9/21/2015 to 5/27/2016

Evidence of Completion
RTI documentation and meeting dates of RTI meetings

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔍 S123456 = Quick Key

G1. If teachers can increase their knowledge of their district specific curriculum and implement tier instruction to fidelity then student proficiency will increase. `1`

🔍 G071814

G1.B1 Teachers did not have a cohesive curriculum. The curriculum was disjointed. `2`

🔍 B187212

G1.B1.S1 Teachers will be provided differentiated resources for tiered instruction. `4`

🔍 S198666

Strategy Rationale

Implementation of too wide of a variety of resources led to lack of effective instruction

Action Step 1 `5`

Facilitate Professional Development 180 minutes a month with each grade Level.

Person Responsible

Lashawn Russ

Schedule

On 6/3/2015

Evidence of Completion

Professional Development Agendas and Teacher Lessons

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Review lesson planning and implementation

Person Responsible

Lashawn Russ

Schedule

On 6/3/2015

Evidence of Completion

Lesson plans, CGA data, Student work

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Review lesson plans and coaches' logs

Person Responsible

DeVonne Lampkin

Schedule

On 6/3/2015

Evidence of Completion

Professional Development Agenda, Coaches Logs

G1.B2 Teachers were unable to make the instructional shifts from the old standards to the new standards
2

🔑 B187213

G1.B2.S1 Teachers will be provided the new LAFS/MAFS standards with coaching support and/or professional development through the coaching cycle to support teachers in making instructional shifts.
4

🔑 S198667

Strategy Rationale

Teachers have not made the instructional shifts from surface teaching instead of teaching to the depth (mastery) of the standard (Florida Standards).

Action Step 1 5

Instructional coaches will provide teachers with a copy of the Florida standards for English Language Arts and Mathematics, as well as the Next Generation Sunshine Standards for Science. Coaches will provide side by side coaching as well as taking teachers through the coaching cycle to support teachers in making instructional shifts

Person Responsible

Amber Oneal

Schedule

Every 3 Weeks, from 8/24/2015 to 6/3/2016

Evidence of Completion

Administration, Instructional Coaches, and teachers will collect, analyze, and interpret performance tasks, module assessments, student work, teacher collected data.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration and Instructional coaches will monitor for fidelity of implementation through observation of instructional delivery

Person Responsible

Lashawn Russ

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Administration, Instructional Coaches, and teachers will collect, analyze, and interpret performance tasks, module assessments.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Instructional coaches will monitor data chats, student work, progress monitoring of I-Ready, performance tasks, and module assessments for effectiveness.

Person Responsible

Lashawn Russ

Schedule

Monthly, from 9/18/2015 to 6/3/2016

Evidence of Completion

Administration, Instructional Coaches, and teachers will collect, analyze, and interpret performance tasks, module assessments.

G1.B3 Teachers have limited understanding of student ownership `2`

🔑 B187214

G1.B3.S1 Teachers will receive frequent side-by-side in-class coaching support to implement the tier 1 and tier 2 instruction which will include careful observation and data collection of student learning. `4`

🔑 S198668

Strategy Rationale

By implementing coaching cycles in tier 1 and tier 2 instruction, rigor in instruction and observation of student learning will increase.

Action Step 1 `5`

Coaching cycles will be implemented.

Person Responsible

Patricia-Cameron Foley

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student discussions and work will be analyzed to determine effectiveness of instructional delivery and teacher-collected data.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Informal and formal observations will be conducted to ensure tier 1 instruction is being implemented with fidelity,

Person Responsible

Lashawn Russ

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Walk-through feedback forms, informal and formal observation forms, and student data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Data chats with teachers about informal and formal assessment data will be conducted.

Person Responsible

Lashawn Russ

Schedule

Every 6 Weeks, from 9/18/2015 to 6/3/2016

Evidence of Completion

formal and formal student assessment data

G1.B4 Student misbehavior has a negative impact on student achievement and the learning environment `2`

`B187215`

G1.B4.S1 School-wide positive behavior system is in place that focuses on following the behavior matrix for level 1 and level 2 behaviors. `4`

`S198669`

Strategy Rationale

Positive Behavior Interventions & Supports will decrease student misbehavior and replace it with the appropriate behavior.

Action Step 1 `5`

Positive Behavior Interventions & Supports will be implemented during Early Release Trainings

Person Responsible

DeVonne Lampkin

Schedule

Biweekly, from 9/9/2015 to 6/10/2016

Evidence of Completion

Focus System will be used to track and reward student behaviors.

Action Step 2 `5`

Coaching Learning Cycle on Behavior Management

Person Responsible

Lashawn Russ

Schedule

Evidence of Completion

Coaching log and observational feedback forms

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Early Release Professional Development focusing on Positive behavior reinforcement

Person Responsible

DeVonne Lampkin

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Decrease in referrals written. Increase in positive incentives.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Person Responsible

DeVonne Lampkin

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Tracking of referrals through DCPS Focus program inputted by Faculty and staff.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Facilitate Professional Development 180 minutes a month with each grade Level.	Russ, Lashawn	9/1/2014	Professional Development Agendas and Teacher Lessons	6/3/2015 one-time
G1.B2.S1.A1	Instructional coaches will provide teachers with a copy of the Florida standards for English Language Arts and Mathematics, as well as the Next Generation Sunshine Standards for Science. Coaches will provide side by side coaching as well as taking teachers through the coaching cycle to support teachers in making instructional shifts	Oneal, Amber	8/24/2015	Administration, Instructional Coaches, and teachers will collect, analyze, and interpret performance tasks, module assessments, student work, teacher collected data.	6/3/2016 every-3-weeks
G1.B3.S1.A1	Coaching cycles will be implemented.	Foley, Patricia-Cameron	8/24/2015	Student discussions and work will be analyzed to determine effectiveness of instructional delivery and teacher-collected data.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.A1	Positive Behavior Interventions & Supports will be implemented during Early Release Trainings	Lampkin, DeVonne	9/9/2015	Focus System will be used to track and reward student behaviors.	6/10/2016 biweekly
G1.B4.S1.A2	Coaching Learning Cycle on Behavior Management	Russ, Lashawn	8/31/2015	Coaching log and observational feedback forms	one-time
G1.MA1	Will conduct small data meeting with teachers to analyze Module assessments, I-Ready data and Achieve 3000 Data to ensure student achievement is being made.	Russ, Lashawn	9/8/2014	Module Assessment, I-Ready data, Achieve Data, Coaches Data boards will reflect	6/5/2015 every-3-weeks
G1.MA2	I-Ready data, Achieve 3000 Data, DAR, and TTS progress monitoring to insure teir instruction implementation.	Lampkin, DeVonne	9/21/2015	Administration will provide classroom walk through forms that indicate next steps for teacher while Coaches provide the same level of support through coach walk through forms.	6/10/2016 weekly
G1.MA3	Tier 3 progress monitoring and curriculum tracking by interventionist and coaches.	Kennedy, Heather	9/21/2015	RTI documentation and meeting dates of RTI meetings	5/27/2016 every-6-weeks
G1.B1.S1.MA1	Review lesson plans and coaches' logs	Lampkin, DeVonne	9/15/2014	Professional Development Agenda, Coaches Logs	6/3/2015 one-time
G1.B1.S1.MA1	Review lesson planning and implementation	Russ, Lashawn	9/15/2014	Lesson plans, CGA data, Student work	6/3/2015 one-time
G1.B2.S1.MA1	Instructional coaches will monitor data chats, student work, progress monitoring of I-Ready, performance tasks, and module assessments for effectiveness.	Russ, Lashawn	9/18/2015	Administration, Instructional Coaches, and teachers will collect, analyze, and interpret performance tasks, module assessments.	6/3/2016 monthly
G1.B2.S1.MA1	Administration and Instructional coaches will monitor for fidelity of implementation through observation of instructional delivery	Russ, Lashawn	8/24/2015	Administration, Instructional Coaches, and teachers will collect, analyze, and interpret performance tasks, module assessments.	6/3/2016 monthly
G1.B3.S1.MA1	Data chats with teachers about informal and formal assessment data will be conducted.	Russ, Lashawn	9/18/2015	formal and formal student assessment data	6/3/2016 every-6-weeks
G1.B3.S1.MA1	Informal and formal observations will be conducted to ensure tier 1 instruction is being implemented with fidelity,	Russ, Lashawn	9/14/2015	Walk-through feedback forms, informal and formal observation forms, and student data	6/3/2016 monthly
G1.B4.S1.MA1	[no content entered]	Lampkin, DeVonne	8/24/2015	Tracking of referrals through DCPS Focus program inputted by Faculty and staff.	6/10/2016 biweekly
G1.B4.S1.MA1	Early Release Professional Development focusing on Positive behavior reinforcement	Lampkin, DeVonne	8/24/2015	Decrease in referrals written. Increase in positive incentives.	6/9/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teachers can increase their knowledge of their district specific curriculum and implement tier instruction to fidelity then student proficiency will increase.

G1.B1 Teachers did not have a cohesive curriculum. The curriculum was disjointed.

G1.B1.S1 Teachers will be provided differentiated resources for tiered instruction.

PD Opportunity 1

Facilitate Professional Development 180 minutes a month with each grade Level.

Facilitator

Patricia Foley, Amber Oneal, Morenike Mincey

Participants

K-5 teachers

Schedule

On 6/3/2015

G1.B2 Teachers were unable to make the instructional shifts from the old standards to the new standards

G1.B2.S1 Teachers will be provided the new LAFS/MAFS standards with coaching support and/or professional development through the coaching cycle to support teachers in making instructional shifts.

PD Opportunity 1

Instructional coaches will provide teachers with a copy of the Florida standards for English Language Arts and Mathematics, as well as the Next Generation Sunshine Standards for Science. Coaches will provide side by side coaching as well as taking teachers through the coaching cycle to support teachers in making instructional shifts

Facilitator

Instructional Coaches

Participants

K-5 Teachers

Schedule

Every 3 Weeks, from 8/24/2015 to 6/3/2016

G1.B3 Teachers have limited understanding of student ownership

G1.B3.S1 Teachers will receive frequent side-by-side in-class coaching support to implement the tier 1 and tier 2 instruction which will include careful observation and data collection of student learning.

PD Opportunity 1

Coaching cycles will be implemented.

Facilitator

Instructional coaches

Participants

classroom teachers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

G1.B4 Student misbehavior has a negative impact on student achievement and the learning environment

G1.B4.S1 School-wide positive behavior system is in place that focuses on following the behavior matrix for level 1 and level 2 behaviors.

PD Opportunity 1

Positive Behavior Interventions & Supports will be implemented during Early Release Trainings

Facilitator

Patricia Foley, Devonne Lampkin, LaShawn Russ

Participants

All instructional and non instructional staff

Schedule

Biweekly, from 9/9/2015 to 6/10/2016

PD Opportunity 2

Coaching Learning Cycle on Behavior Management

Facilitator

Patricia Foley, Amber Oneal, Morenike Mincey

Participants

Classroom Teachers

Schedule

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Facilitate Professional Development 180 minutes a month with each grade Level.	$0.00
2	G1.B2.S1.A1	Instructional coaches will provide teachers with a copy of the Florida standards for English Language Arts and Mathematics, as well as the Next Generation Sunshine Standards for Science. Coaches will provide side by side coaching as well as taking teachers through the coaching cycle to support teachers in making instructional shifts	$0.00
3	G1.B3.S1.A1	Coaching cycles will be implemented.	$0.00
4	G1.B4.S1.A1	Positive Behavior Interventions & Supports will be implemented during Early Release Trainings	$0.00
5	G1.B4.S1.A2	Coaching Learning Cycle on Behavior Management	$0.00
		Total:	$0.00